

IQE EDUCATION INDICATORS MATRIX: ACCOMPANYING REPORT

June 2019

School-to-School International

ANNEX A

The following table provides additional information on recommended tools and resource included in the evaluation matrix. Additional resources that have been identified as potential areas of interest have also been included.

Table 1. Illustrative examples of relevant resources and tools

Illustrative Resource	Produced by	Relevant Instrument or Tool	Collection Method	Topic Areas
Guide for Including Disability in Education Management Information Systems	UNICEF	No specific tools include recommended questions	EMIS	<ul style="list-style-type: none"> •Data on children with disabilities •Data on physical and material barriers to learning •Data on human resources and services
Guidance: Including children with disabilities in humanitarian action	UNICEF	UNICEF Inclusive Education Monitoring Tool (p.125)	Internal monitoring tool/scoring criteria	<ul style="list-style-type: none"> •Law/policy •Physical environment (schools) •Materials and communication •Human resources (teachers, school administrators, specialist)
Inclusive Practice tool: Massachusetts Classroom Teacher Rubric Resource	DOE Massachusetts	Inclusive Practice Tool	Rubric	<ul style="list-style-type: none"> •Instruction •Learning environment •Cultural proficiency •Expectation •Engagement •Collaboration •Communication •Reflexive practice •Professional growth •Decision-making •Shared responsibility •Professional responsibility
Gender Responsive Pedagogy: A Teacher's Handbook	FAWE	Monitoring and Evaluation Checklist for Gender Responsive Pedagogy (p29)	Activity-based checklist for teachers	<ul style="list-style-type: none"> •Training teachers in the skills needed to make teaching and learning processes responsive to the specific needs of girls and boys

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				<ul style="list-style-type: none"> •Carrying out activities to promote the participation of girls in science, mathematics and technology (SMT) subjects •Establishing a gender responsive school management system that ensures gender equality in the governance and operations of the school •Establishing a database to track students' performance and welfare as well as the levels of gender responsiveness of all aspects of the school. •Empowering girls with skills needed for self-confidence, assertiveness, speaking out, decision making and negotiation for them to overcome gender-based constraints to their education •Empowering boys with skills needed to de-link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop self-confidence to accept gender equality positively.
The Evaluation of Comprehensive Sexuality Education Programmes: A Focus on Gender and Empowerment Outcomes	UNESCO (SERAT) UNESCO, IPPF (Inside out)	Sexuality Education Review and Assessment Tool (SERAT) Inside and Out: Comprehensive Sexuality Education (CSE) Tool	Quantitative (survey)	<ul style="list-style-type: none"> •Comprehensive Sexuality Education

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Guidance for Developing Gender-Responsive Education Sector Plans	GPE, UNGEI, UNICEF	Uganda Ministry of Education and Sports Monitoring Tool for Gender Responsiveness in Primary Schools (p129)	Quantitative (monitoring tool)	<ul style="list-style-type: none"> •Pupils •Classroom facilities •Sanitation and health •Teachers •Continuous professional development •Staff meetings
Family-School Relationships Survey	Panorama	Family-school relationship survey	Quantitative (survey)	<ul style="list-style-type: none"> •Family engagement •School fit •Family support •Family efficacy •Learning behaviors •School climate •Grit •Barrier to engagement •Roles and responsibilities •School safety
A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials	RTI and USAID	Checklist for Evaluating Teaching and Learning Materials for Gender Equality and Inclusiveness (p22)	N/A	<ul style="list-style-type: none"> •Equal frequency of representation •Gender equitable and inclusive illustrations •Gender Equitable and inclusive language •Gender equitable and transformational roles
		Worksheets for Evaluating Teaching and Learning Materials for Gender Equality and Inclusive (p16)		<ul style="list-style-type: none"> •Equal frequency of representation •Gender equitable and inclusive illustrations •Gender Equitable and inclusive language •Gender equitable and transformational roles

Illustrative Resource	Produced by	Relevant Instrument or Tool	Collection Method	Topic Areas
Conceptual Framework for Measuring School Related Gender Based Violence (SRGBV)	RTI International and USAID	Survey Instrument for Students (p82)	Quantitative (survey)	<ul style="list-style-type: none"> •Perceptions of school climate (safety) •Attitudes and beliefs •Experiences of SRGBV (bullying and nonsexual violence – victimization and perpetration; corporal punishment victimization; sexual violence victimization and perpetration)
		Survey Instrument for Teachers and Other School personnel (p128)	Quantitative (survey)	<ul style="list-style-type: none"> •Perceptions of school climate (safety) •Attitudes and beliefs •Experiences of SRGBV – teacher support and disciplinary strategies •Teacher disciplinary practices
		Survey Instrument for Parent and other caregivers (p142)	Quantitative (survey)	<ul style="list-style-type: none"> •Perception of school climate (safety) • Attitudes and beliefs
Safer Learning Environment Qualitative Toolkit	USAID Education in Crisis and Conflict Network (ECCN)	Toolkit	Qualitative (a quantitative tool is also being pilot)	<ul style="list-style-type: none"> •School-related gender-based violence •In-school gang activity •Attack from criminal and armed groups § Natural hazards •Health emergencies
Global Early Adolescent Health Study	WHO and John Hopkins University	Health Measure Instrument for Young adolescents	Quantitative (Survey)	<ul style="list-style-type: none"> •Peers (close friend and peer norms) •Schools •Neighborhood •Media •Health and literacy information •Adolescent health •Pubertal Maturation •Mental health (depression, adverse childhood experience, bullying and GBV, alcohol and substance abuse)

Illustrative Resource	Produced by	Relevant Instrument or Tool	Collection Method	Topic Areas
				<ul style="list-style-type: none"> •Romantic relationships (experience, sexual behavior, attitudes about adolescent pregnancy) •Empowerment (freedom of movement, voice, behavior control and decision making) •Future expectation
		Gender Norms instrument Young adolescents	Quantitative (Survey)	<ul style="list-style-type: none"> •Gender norms
		In-depth Interviews with Young Adolescents	Qualitative (Venn diagram; narrative interviewing)	<ul style="list-style-type: none"> •The role of gender norms, behaviors and roles in interpersonal relationships during transitions into adolescence
		In-depth Interviews with parents of young adolescent	Qualitative (Venn diagram; narrative interviewing)	<ul style="list-style-type: none"> •Gendered transitions into adolescence •The role of gender norms, behaviors and roles in interpersonal relationships during transitions into adolescence •Transmission of gender norms, behaviors and roles
		Vignette-based Measure of Gender Equality instrument	Qualitative (Focus groups)	<ul style="list-style-type: none"> •protocol describes the process for developing a vignette-based instrument for assessing gender norms based on the experiences and relationships of early adolescence
Compendium of Gender Scales	C-Change, FHI360, USAID	Compendium of gender scales	Quantitative (scales, sub-scales and associated items for	Scales include <ul style="list-style-type: none"> •Couple Communication on Sex •Women’s Empowerment •Gender Beliefs •Gender Equitable Men (GEM)

Illustrative Resource	Produced by	Relevant Instrument or Tool	Collection Method	Topic Areas
			inclusion in surveys)	<ul style="list-style-type: none"> •Gender Norm Attitudes •Gender Relations •Household-decision-making •Sexual relationship Power
Multiple Indicator Cluster Survey (MICS)	UNICEF	MICS Questionnaire for Children Under Five	Quantitative (household survey)	<ul style="list-style-type: none"> •Birth registration •Early childhood development •child discipline •Child functioning (disability)
		MICS Questionnaire for Children Age 5-17	Quantitative (household survey)	<ul style="list-style-type: none"> •Child labor •Child discipline •Child functioning (disability) •Parental involvement •Foundational learning skills
		MICS Questionnaire for Individual women	Quantitative (household survey)	<ul style="list-style-type: none"> •Mass media and ICT •Fertility/birth history/desire for last birth •Contraception (including unmet need) •Female genital mutilation •Attitudes toward domestic violence •Victimization •Marriage/union •Adult functioning (disability) •Sexual behavior •HIV/AIDS •Tobacco and alcohol use •Life satisfaction
		MICS Questionnaire for Individual men	Quantitative (household survey)	<ul style="list-style-type: none"> •Mass media and ICT •Fertility •Contraception (including unmet need) •Attitudes toward domestic violence •Victimization •Marriage/union

Illustrative Resource	Produced by	Relevant Instrument or Tool	Collection Method	Topic Areas
				<ul style="list-style-type: none"> •Adult functioning (disability) •Sexual behavior •HIV/AIDS •Tobacco and alcohol use •Life satisfaction
Demographic and Health Survey	Macro International and USAID	Demographic and Health Survey (DHS)	Quantitative (household survey)	<ul style="list-style-type: none"> •Domestic violence module (prevalence of domestic violence and consequences of violence) •Education (literacy, attendance, highest level achieved) •Family planning (knowledge and use of contraceptives; unmet need) •Female genital cutting module (prevalence of and attitudes about female genital cutting) •Fertility and Fertility preferences (total fertility rate, desired family size, marriage and sexual activity) •Gender/domestic violence (history of domestic violence, frequency and consequences of violence) •HIV/AIDS knowledge (knowledge of HIV prevention, misconceptions, stigma, higher-risk sexual behavior, previous HIV testing) •Women’s empowerment (gender attitudes, women’s decision-making power, education and employment of men vs. women)
TAAP Toolkit and Guide for Inclusive Development	World Learning, IREX, Leonard Cheshire Disability, HelpAge International, Mobility International,	See topic areas	See topic areas	The TAAP Approach is an analytical framework, a set of five guiding principles, and a series of practical steps for integrating universal and transformative strategies and practices throughout a project cycle.

Illustrative Resource	Produced by	Relevant Instrument or Tool	Collection Method	Topic Areas
	Women's Refugee commission			Whether you are seeking to integrate inclusion into an existing project of any sector (e.g., agriculture, health, education) or to design a new project with inclusion as its own goal, the <i>TAAP Toolkit and Guide for Inclusive Development</i> is a valuable resource.
A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials	RTI and USAID	Checklist for Evaluating Teaching and Learning Materials for Gender Equality and Inclusiveness (p22)	N/A	<ul style="list-style-type: none"> •Equal frequency of representation •Gender equitable and inclusive illustrations •Gender Equitable and inclusive language •Gender equitable and transformational roles
		Worksheets for Evaluating Teaching and Learning Materials for Gender Equality and Inclusiveness (p16)		<ul style="list-style-type: none"> •Equal frequency of representation •Gender equitable and inclusive illustrations •Gender Equitable and inclusive language •Gender equitable and transformational roles
Tools for Assessing Menstrual Hygiene Management in Schools	UNICEF	In-depth Interviews with girls (p4)		<ul style="list-style-type: none"> •Knowledge •Personal experiences with menstruation •Learning from experience •Behaviors during menstruation
		Focus group discussion with girls (p11)	Qualitative (FGD)	<ul style="list-style-type: none"> •Ideal latrine •Before and now (life changes and social norms) •Imagining the life of a typical girl (menstruation-related experience and challenges) •Tackling menstruation challenges
		Focus group discussions with boys (p18)	Qualitative (FGD)	<ul style="list-style-type: none"> •Knowledge and attitudes

Illustrative Resource	Produced by	Relevant Instrument or Tool	Collection Method	Topic Areas
				<ul style="list-style-type: none"> •Boys behaviors towards girls who are menstruating •Perceptions of girls' experience
		Focus group discussion with mothers (p22)	Qualitative (FGD)	<ul style="list-style-type: none"> •Women's knowledge, perceptions and behaviors •Mothers' support to children and their understanding of their daughters' experiences •Mothers' understanding of girls' experiences in school
		Key Informant interviews with school administrators and teachers	Qualitative (KII)	<ul style="list-style-type: none"> •School population and community engagement •Water questions for the teacher •Sanitation questions for the teacher •Water disposal and drainage questions for the teacher •Operation and maintenance question or the teacher •Sanitation facilities •General hygiene question for teacher •Menstrual hyenine management specific information
		School observation		<ul style="list-style-type: none"> •Water •Sanitation •Hygiene